

# The Black and Gold

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The Senior Class Number  
Winston-Salem City High School

MAY 1915



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of increased expense to the uncer-  
tainty of life.       :-:       :-:       :-:

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# The Black and Gold

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Published four times during each School Year by the Students  
of the Winston-Salem City High School

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VOL. V.

MAY, 1915

No. 4

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SENIOR CLASS NUMBER

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TO OUR MOTHERS

THIS NUMBER OF OUR MAGAZINE  
IS LOVINGLY DEDICATED.



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LOUISE BROWN

“Tweesa”

“Sober, steadfast and demure.”

LOUISE CROSLAND

“Weesa”

“Sweet harmonies were ever at her finger tips, awaiting her command.”

Pianist for High School Orchestra; Member of Program committee of Charles D. McIver Literary Society.







ELIZABETH CONRAD

"Luzabeth"

"Is she not passing fair?"

President of Charles D. McIver Literary Society; Vice-President of Class; Member of Executive Committee.

MARGUERITE DAVIS

"The beauty of her quiet life  
Is like a rose in blooming."

Press reporter of Charles D. McIver Literary Society;  
Staff of Black and Gold;  
Member Student Council





BESSIE HUTCHINS

"Bess"

"A happy soul, that all the  
way  
To heaven hath a summer's  
day."

DELLA DODSON

"From thy violin showers a  
rain of melody."

Member of High School Or-  
chestra; Program Committee  
of Charles D. McIver Liter-  
ary Society.





MARY EFIRD

"Bill"

"The fairest garden in her  
looks,  
And in her mind the wisest  
books."

Secretary of Charles D. Mc-  
Iver Literary Society;  
Member of Student Council;  
Class Poet; Assistant Ed-  
itor-in-Chief of Black and  
Gold.



BERTHA FERGUSON

"Little Pete"

Composer of Class Song.

"Though I am young, I  
scorn to flit,  
On the wings of borrowed  
wit."





ALLEN OWEN

"Kent"

"Such a sober certainty of walking bliss."

Member Athletic Association and Juvenile Club.

CHARLES RODDICK

"Jike"

"If I am a worker, it will be my pride the best of all workers to be."

President of Calvin H. Wiley Literary Society—Section B.; Member High School Debating Team, Second Vice-President of Juvenile Club; Member of Athletic Association; Winner of Aycock Memorial Cup, 1914.





THEODORE RONDTHALER

"Yank"

"His words, like so many nimble and airy servitors, trip about him at command."

Secretary and Treasurer of Class; Member Student Council; High School Orchestra; Assistant Business Manager of Black and Gold; Secretary of Juvenile Club; Member High School Debating Team; Member Executive Committee of Calvin H. Wiley Literary Society.

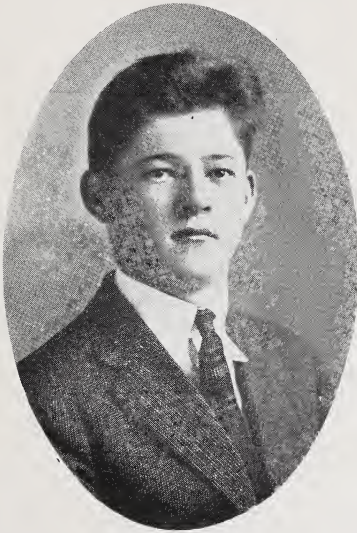
ARTHUR SPAUGH

"Toddie"

"He hath a wisdom that doth guide his valor."

President Juvenile Club; President Calvin H. Wiley Literary Society — Section A.; Member Athletic Association; Member football team





EDWIN STEWART

"Baron"

"For 'tis the mind that makes the body rich."

Business Manager of Black and Gold; Member of Juvenile Club and Vice-President Calvin H. Wiley Literary Society, Section A, winner McIver Declaiming Cup, 1914

EVA LOGAN

"She doeth little kindnesses,  
Which others leave undone."





LETTIE GREEN

“Big Pete”

“For what I will, I will, and there’s an end.”

Executive Committee Charles D. McIver Literary Society.



ISABELLE MCRAE

“She always worked and never murmured.”





LUCILE SNYDER

"Lu-silly"

"A violet by a mossy stone  
Half hidden from the eye,  
Fair as a star, when only one  
Is shining in the sky."

MARY SINK

"Thy modesty's a candle to  
thy merit."





EMILY VAUGHN

Critic Charles D. McIver  
Literary Society.

“Her very frowns are fairer  
far  
Than smiles of other maid-  
ens are.”

CLIFTON EATON

“Little Un”

“A poet soaring in the high  
reason of his fancies,  
With his garlands and sing-  
ing robes about him.”

Member of the High School  
Debating Team; Winner of  
Aycock Memorial Cup, 1914;  
Member Juvenile Club.



CLEMENT EATON

“Big Un”

“Thy words are great and bold,  
At times they seem to me,  
Like Luther’s in the days of old,  
Half battles for the free.”

Editor in chief of the Black and Gold; Member of the Student Council; Member Juvenile Club.



JAMES HANKINS

“From the crown of his head to the sole of his foot, he is all mirth.”

Member High School Orchestra; Debating Union; Athletic Assciation; Juvenile Club.



HORTUS SCOTT

"Hortie"

"A valiant youth with a face like the face of the morning."

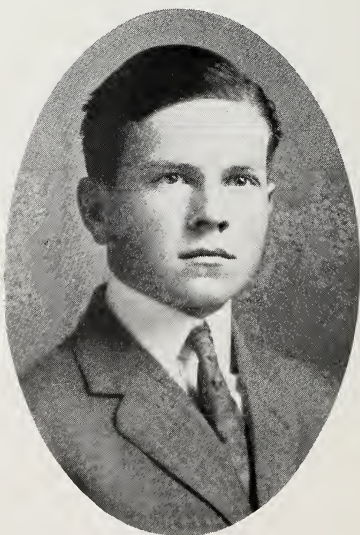
Member High School Debating Team; Juvenile Club, and Athletic Association.

CURTIS VOGLER

"Curt."

"What shall move his firm and dauntless mind?"

President of Class; President Student Council; Assistant Business Manager of Black and Gold; Marshal and Member of Executive Committee of Calvin H. Wiley Literary Society—Section B.; Director of Juvenile Club; Member Athletic Association.







ORPHEUS WRIGHT

"Arch."

"A prophet that tells truth  
without belief."

C l a s s Prophet; Director  
Juvenile Club; Member Exe-  
cutive Committee of Calvin  
H. Wiley Literary Society  
—Section A.; Member Ath-  
letic Association.

THOMAS WILSON

"Tim"

"Skilled was he in sports  
and pastimes."

Vice-President of Calvin H.  
Wiley Literary Society—  
Section B.; Manager of Foot  
Ball and Base Ball teams;  
Member Basket Ball team;  
Juvenile Club, and Athletic  
Association.



LELIA HAUSER

“Of her bright face one glance  
will trace  
A picture on the brain.”

## Class Poem

In the last short months of our school-life  
When commencement is drawing near,  
We are filled with mingled emotions,  
With memories fond and dear.

As we take a last look at our school-days  
We heave a sigh of regret,  
That we must leave these treasured scenes  
Which we can never forget.

The brief years have passed all too quickly.  
A fact that we now realize,  
And we hope that the years to follow  
Will not loosen our closely-knit ties.

But before I proceed any further  
Let me tell you just who we are,  
From the quietest, most assuming,  
To the brightest particular star.

First, I will mention Curtis Vogler,  
Our president, faithful and true,  
And his aids in Student Government,  
Rondthaler and "Big Eaton," too.

Then come our excellent debators,  
Jim Hankins and Roddick and Scott;  
And last, but not least, "Little Eaton"  
Who on subsidy knows a lot.

Thomas Wilson shines in athletics,  
So, also, does Arthur Spaugh.  
Bertha Ferguson and Lettie Green  
Are the best friends I ever saw.

Both Isabel McRae and Mary Sink  
Are quiet, but very nice.  
So are our specials, Louise Brown,  
Lucille Snyder and Albert Price.

Orpheus Wright loves to tell of our future,  
Lelia Hauser tells of our past,  
Allan Owen, with his contradictions  
Will add spice until the last.

Elizabeth Conrad and Louise Crosland  
Are our most excellent cooks.  
Emily Vaughn and Della Dodson  
Do not bother themselves with books.

John Henning is one who says little  
But is always willing to work.  
The business of the "Black and Gold"  
Edwin Stewart does not shirk.

Bessie Hutchings and Margie Hastings  
Crack jokes to make time pass.  
Marguerite Davis and Eva Logan  
Do the studying for the class.

This friendly band has trudged on its way  
With little time for leisure,  
The days were filled with study and toil  
And sometimes, too, with pleasure,



There were times when with manifold doubts  
Our feelings we could not control,  
But we still pressed onward and upward  
Till at last we reached the goal.

With joy we think of our conquests  
And our tasks which were well performed;  
And we resolve with the same stout heart  
To meet the trials to come.

We grieve that our paths must separate  
On the broad deep sea of life;  
But we will each think of the other  
And be more manly in our strife.

We hope for each one a bright future,  
Much success in the coming years;  
May each strive with courage and valor  
To answer the call that he hears.

Mary Efird, '15.



## Class Chronicles

**N**OW it came to pass in the beginning of the administration of Superintendent Latham that a goodly number of boys and girls entered the Seventh Grade of the city schools, which was then a part of the High School. From the four quarters of the town they came, from North School, from West End, East Winston and Salem, Furthermore from the Schools of the rural districts came students, and from neighboring towns, for the fame of the High School was beginning to spread abroad in the land.

And Principal White numbered the students that had entered the Seventh Grade of his school, after the numbering wherewith their several teachers had numbered them, and they were found to be one hundred twenty and two.

And Principal White said, Behold the number of boys and girls who wish to enter our Seventh Grade is great; one room is not sufficient to hold them all. Therefore, O Superintendent, you must give me more teachers, that two or more Seventh Grades may be found.

So it came to pass that in process of time three Seventh Grades were found.

Then Superintendent Latham began to plan greater things for the High School. On the second day of the second month in the first year of his administration began he to plan.

And these are the things which he did plan: an Eleventh Grade to be added to the School system; a new department of Modern Languages, that those who eschewed Latin might choose German or French; and a thorough and systematic Commercial Course, which was to take four years for completion.

So that at the beginning of the second year of our High School course we found that in spite of our hard labors of the year before we were still only freshmen,

Howbeit we revolted not, but settling down to our tasks, started in, determined to make this year worth while in our school course.

Eight and one months did we thus work till commencement day, when, lo cards of promotion were given to those of us who had been counted faithful.

Then it was that we did rejoice that we had made use of our talents and had passed first year High School. For as 9th Graders we soon saw that our position was more honorable in the eyes of the Student Body. More-over, we felt that the faculty were beginning to realize that we were no longer pupils but students.

In due time we were admitted to the Literary Societies of the upper classes, the Wiley and McIver, and on Friday afternoon our voices began to be heard, howbeit at first very feebly, in public speaking and debate. We began too, to write for the Black and Gold, to contest with other schools for honor in debates and on the ball field. And so class pride was awakened and school pride, without which a student body is poor indeed. So in process of time we finished our Sophomore year and became Juniors.

And it was while we were Juniors that we did make a name for ourselves, for behold of the four debaters that did win the Aycock Memorial cup, and thereby made our team the champion debators of the state, three were members of our class, Hortus, the son of Scott, Charles, the son of Roddick, and Clifton, the son of Eaton.

And this was the way in which our boys did compete for the prize. From the two divisions of the Wiley Literary Society, the best debaters were chosen from both negative and affirmative sides. Then they did have a joint meeting, at which the boys debated, and the four best were chosen.

Then, as all the high schools of the state were divided into triangles, it was found that High Point, Reidsville, and our own school were to debate together. And, to go to Chapel

Hill, where the final winners were to be decided upon, the negative and affirmative teams from the same high school had to win in this triangle of towns.

Now there had to be two preliminary debates before any team could be counted in the final. And, lo, when these preliminaries were held, it was found that our boys could debate better than those from other towns.

So it came to pass that these hard-working, energetic, and spirited boys from our class went to Chapel Hill, and after a hard fight won the cup from the other forty-two teams that had come down to Chapel Hill, in the hopes of getting it themselves. And these boys did come back to their home town, bearing the much-coveted, and much-sought-for Aycock Memorial Cup with them.

And behold, there was great rejoicing among the inhabitants of our town, especially among those interested in the works of our high school.

But the winning of the Aycock Cup was not the only honor won by our class. In the course of this eventful year, another honor was conferred upon us, for in a declamation contest, one of our class-mates, Edwin, of the family of Stewarts, proved himself to be the best declaimer among the students of the high school, and so won the cup offered by the alumni of our school.

And it happened also that the Wiley Literary Society did offer to the best debator in the society, another loving cup. It was then, that again our class did shine brightly, for it was none other than our classmate, Charles, the son of Roddick, who did victoriously carry away the cup with him.

But in all our joys there was a note of sadness, for about Christmas time, of our Junior year, when everyone was looking forward to a happy vacation, one of our classmates, Dewitt Langley, passed away from us. And it did grieve us sorely, for we all did love Dewitt, and have respect unto him for his bright Christian character.



And so with its joys and sorrows our Junior year passed and when all the work which our instructors had set out for us was accomplished, with rejoicings we laid aside our books for a few weeks of vacation.

And it came to pass that when vacation time was expired, that we came back much refreshed, and ready to conquer the Giant called Hard Work, whose abode is within the four walls of the Senior Class Room.

But not all of our classmates came back: a few did decide to take a longer vacation; a few to enter the army of wage-earners, so that the number of those who did enlist as Seniors to battle against Hard Work, was twenty and ten.

And as an Eleventh Grade, we went forth into battle, with our armour on, and our shields ready for Hard Work. And we fought a good fight, for in the end we did conquer the Giant, and he surrendered to us, for strong was our army in body and in mind.

And so it came to pass in process of time, because we, as the Senior Class did consider ourselves competent of self-government, that we did send forth a petition unto Principal White and Superintendent Latham, asking that we be granted the privilege of governing ourselves.

And inasmuch as our teachers knew our class to be strong, self-reliant and willing to work for the best interests of our beloved school, they gave us the privilege of self-government. So we are the first class in the history of the schools of Winston-Salem to have self-government, and we do believe we well deserve the praise of the school. Moreover, we trust that in the years to come the example we have set of governing ourselves will be followed by the classes who are to take our places as Seniors.

Now there are other things beside self-government that we as a Class do rejoice in, to wit: our Commercial Department, the play we did write, our work on the Black and Gold, the reputation our girls of the Addie Webb Kitchen have attained

in the preparing of food, wholesome and palatable and of daintily serving the same, for our class is the first to have the opportunity of taking a Domestic Science Course.

For inasmuch as the Women's Clubs of our city, under the inspiration of one of its members, Mrs. Garland Webb, did offer to furnish equipment for a course in Household Economics, the School Board did generously add this department to our school that henceforth the girls of Winston-Salem might have opportunity of better fitting themselves for life, for as everyone knows.

"We may live without friends; we may live without books,  
But civilized man cannot live without cooks".

And as for our Commercial Department, we consider it the very best in the State, and the work that our Class has done of the highest order. For the first time, the four years' course prescribed by the school board has been completed. And, as our commercial classmates have had such splendid training in all branches of Commercial work, we cannot help but feel that they will win their way in the world in the near future.

And now our work in the High School is over, and behold all of our acts, first and last, are they not written in the books of Mr. White, the Principal, and recorded in the registers in the office?

And now that the time has come for us to leave the High School, we are loathe to lay aside our studies.

Nay, we begged that we might remain, but our Alma Mater came to us, and, gently placing our diplomas in our hands said: "Go, and win a name for yourselves. Behold, a great work you have done in this kingdom; moreover you have set a good example for those coming behind, but you must leave us now in the last days of May. And with these diplomas I am giving unto you, you must go forth into the world, and make yourselves known, and before many years have expired, the high school will be proud of all of you. The blessing of your Alma Mater rests upon you"

Lelia Hauser, '15

## Class Prophecy

**I**T WAS a bright day in June, 1915. How well I remember it all, the chirping of the birds, the fresh odors from garden and lawn, the cooling summer breeze. I was spinning along in my Ford, my happy thoughts keeping time with the chug, chug of the motor under me, for it was of graduation day I was thinking, of the joy of actually passing my finals, of making a clean 4 in Math., when crash! went the sound of shattering glass, and I was hurled headlong through the wind shield of my machine.

The next thing I knew, I was lying in a white bed of the Hospital, a sweet faced nurse attending me. For many weary weeks I lay there, for like the woman in the Bible I suffered many things of many physicians, and like her again, spent all my living on physicians, and was no better, till one happy day there came to our City Hospital a young doctor who performed on the cells of my brain an operation so delicate and yet so marvelous that he obtained a world-wide reputation.

I, too, began to acquire a reputation, for it soon became evident that because of the operation on my brain, a subtle psychological change had come over me; and at the hour each day in which I was hurled from the machine, I was thrown as it were into a kind of trance, and the future was spread as an open scroll before my clear mental vision. People who were interested in foretelling and such things began to visit me. One by one the members of my class at old Winston-Salem High School began to consult me as to their future.

The first to come was John Henning, for strange to say, though old John seems so quiet and unassuming he has a heart afire with ambition. He was highly pleased, therefore, when my prophetic vision placed him, after years of hard work following the plow, high in the professional world of letters, as editor of a matrimonial journal.

Della Dodson was the next to visit my seer's den, little Della who used to be so good in class, destined to leave a henpecked husband to care for the pots and kettles while she paraded around the country, helping the suffragettes smash windows and the like.

As Della left, Lucile Snyder and Louise Brown came in, followed by Allan Owen. The girls, I aforesaw were to be alas, old maids and live in a tiny home with their cats and flowers, while Allan was to carry the chain for the South-bound and in the course of time steal the hearts of many a maiden who chanced to cross his path as he journeyed from Waughtown to Wadesboro on business for the corps.

A murmur of voice in my ears interfered with my vision one day, a strange foreign sound. At last I perceived that it was the dialect of the heathen Chinees and that it was Bessie Hutchins trying to preach in far away Chop-suey land to the almond eyed girls and women.

Strange to say, it was on the day that Mary Efird and Emily Vaughn came to see me that I saw Theodore Rondthaler, always interested in science and inventions, and Arthur Spaugh, his boon companion, navigating some kind of H<sub>2</sub>O Flying Ship that they had invented. I saw them sailing up, up, into the distant blue towards the fabled land of Mars. Then the vision faded, and all I could see was two lonely widows,—one a school ma'am in far away Dagupan explaining the Farewell Address of Washington to a widely interested class of Philipinos, and the other the verse maker for the Country Lady's Magazine.

Others of my classmates I saw were to follow literary lines in after life. Hortus Scott was to become famous as a preacher, and by his glowing eloquence, his lofty flights of imagination, attract great congregations, especially of women. Jim Hankins was to become quite famous as teacher of a new system of pennmanship, so easy to learn that even a school teacher could make a passing grade by practicing fifteen minutes a day.



I was just beginning to wonder one day whether any more of my old classmates were coming to see me concerning their futurity when in came a group of them, each one anxious to hear the fate of the others. There were the two Eaton boys, inseparable as ever, Louise Crosland, Elizabeth Conrad and Charles Roddick. As they crowded into my seer's den, a dimness came over my vision. The scene before me became indistinct and blurred; a strangely familiar pungent odor filled my nostrils. What was it? Suddenly, as if by magic, C. C. C. in flaming letters burst upon my sight. Clifton's Cabbage Corner! Why to be sure, this was little Eaton's experimental farm,—here it was he was to become a second Burbank. Here it was he was to produce a wonderful new vegetable by grafting wild onions to cabbage. While Clifton pottered around among his cabbage plants, I seemed to see Clement in the dingy office of the establishment keeping the accounts of C. C. C. and in between times writing those learned historical theses which were to make him no less famous than his brother.

Another of my classmates I saw was to follow the agricultural path of life. Louise Crosland, merry, happy-go-lucky Louise, was to settle down quite contentedly among the cows and chickens of her Stokes County farm, ruling her better half with an iron hand.

Elizabeth Conrad's future I saw was to be varied. First she was to try her hand at school teaching, then I saw her in the editor's den. Finally I saw her the mistress of a mansion in Kernersville and driving her Buick, monogrammed R. M. S. down the boulevards of our city any fair day.

Charles Roddick, our silver tongued orator, I saw was to become a prominent member of the bar, and when not arguing such questions as "Ship Subsidy" in national halls of Congress was settling divorce questions for the "fair sex" for which he had attained quite a reputation.

Tom Wilson was the next to visit me. How delighted he was to find that, like the great Joe Jackson, he was to become

a professional ball player, attracting great attention, especially among the "fairer" lovers of the game, during season, and out of season running a vaudeville show, making quite a hit as a comedian himself.

It happened one day while Curtis Vogler was chatting with me, that some of the commercial girls dropped by to see me. Since graduation Lelia Hauser had been holding a responsible place at the county home, copying the records of the institution that they might be filed in the State archives, so it was with delight that she learned through my prophetic sight that she was to become in the near future STATE COPYIST of valuable records, an office to be instituted by the efforts of a to-be-noted lawyer and legislator, Charles Roddick.

Bertha Ferguson and Lettie Green I saw at the head of the suffragette movement in our State. The day they visited me I beheld, in my mental vision, a triumphant march through the streets of Greater Winston-Salem, with a familiar figure carrying the banner with its "Votes for Women" inscription and "Right Makes Might." That unfortunate banner-bearer I saw with dismay was my good friend Curtis Vogler who had had the misfortune of being nabbed by the angry mob of feminine voters.

It was Margie Hastings who always declared that she didn't believe in foretelling. And when I told her that she was destined to become an old maid and trim hats for a living she said she believed less in it than ever.

Edwin Stewart was another "doubting Thomas", but all the same when I told him that the year 1930 was to see him still holding the position, honorary by term of office, of Business Manager of the Black and Gold, he eagerly exclaimed, "And I bet you, I'll make it pay, too!"

Marguerite Davis left for the University of Chicago pretty soon after graduation, so I had to mail her the long list of titles, M.A., A.B., Phd., I foresaw she was to win in future years through her research work on the subject of Student Government.

The last to visit me that they might know their future were the three remaining members of the class, Eva Logan, Mary Sink, and Isabel McRae. They came in somewhat hesitatingly, probably expecting me to predict some awful future for each one. How greatly relieved they were when I told Eva she was to succeed the present professor of Physics at old W-S H. S. and become quite famous for explaining Newton's laws of gravitation and that Isabel McRae and Mary Sink were destined to become the founders of a great school, the Isaac Pittman Academy, in which no mathematics was to be taught.

And now it remained only for my future to be revealed. Day after day I pierced the mystical scene spread before me, seeking to know my fate as I had revealed the fate of others, but in vain. My future remained as a sealed book before me.

Orpheus Wright, '15.



# CLASS CHARACTERISTICS

"Oh wad some power the giftie gie us.  
To see ourselves as others see us."

NAME	STRONG POINT	FAVORITE PASTIME
LOUISE BROWN.....	Looking pleased .....	Practicing .....
ELIZABETH CONRAD.....	Making friends .....	Going to picture shows .....
LOUISE CROSLAND.....	Enjoying a joke.....	Playing tennis.....
MARGUERITE DANIS.....	Studying.....	Reading .....
DELLA DODSON .....	Blushing .....	Tripping the light fantastic toe.....
MARY EFIRD.....	Power of concentration	Making high marks
BERTHA FERGUSON.....	Determination.....	Playing flinch .....
LETTIE GREEN.....	Shorthand.....	Playing rook.....
LELIA HAUSER.....	Taking first prize on penmanship .....	Making candy.....
BESSIE HUTCHINS.....	Happy disposition.....	Declaiming .....
MARGIE HASTINGS.....	Talking .....	Walking with——
EVA LOGAN .....	Memorizing originals..	Studying .....
ISABEL McRAE .....	Modesty.....	Reading shorthand..
MARY SINK.....	Typewriting the play..	Horse-back riding..
LUCILE SNYDER.....	Making good things to eat .....	Kodaking .....
EMILY VAUGHN.....	Timidity.....	Walking to town..
CLEMENT EATON.....	Never giving up.....	Reading.....
CLIFTON EATON.....	Quoting poetry.....	Debating.....
JAMES HANKINS .....	Doing nothing.....	Laughing.....
JOHN HENNING.....	Smiling at the girls	Reading.....
ALLEN OWEN.....	Temper .....	Drawing circles.....
CHARLES RODDICK.....	Lady-Killing .....	Going to parties.....
HORTUS SCOTT .....	Early rising .....	Typewriting..
ARTHUR SPAUGH .....	His smile.....	Loafing.....
EDWIN STEWART.....	Getting to school on time .....	Getting ads for Back and Gold.....
THOMAS WILSON.....	Athletics.....	Studying.....
ORPHEUS WRIGHT.....	Talking to the girls.....	Telling the future...
CURTIS VOGLER.....	Self-government.....	Working.....
THEO. RONDHALER.....	Experimenting in physics.....	Riding his "bike" .....



# CLASS CHARACTERISTICS

35

"Oh wad some power the giftie gie us,  
To see ourselves as others see us."

LIKES MOST	DISLIKES MOST	AMBITION
Vacation .....	Paragraph writing.....	To get through.....
Ice cream.....	Math. Exams.....	To be a writer.....
Fun.....	The opposite sex.....	Not to be an old maid.....
"Mr. Schmidt".....	Frivolity in seniors.....	To be a musician.....
To talk.....	To be teased.....	To graduate.....
To tease.....	Committee meetings.....	To be a poet.....
To dream the hours away.....	To hurry.....	To reflect honor on Isaac Pitman.....
"Little Pete".....	To study.....	To excel Mr. Behrin, the 100 per cent. man.....
To fish for Herrin(x) To cause excitement in school.....	Not to have a date on Wednesday night To have her picture taken.....	To be writing supervisor To be a "Miss Regina" some day.....
Senator(s).....	To be alone .....	To have a good time.....
Music.....	Problems in Physics.....	To do a woman's work in the world.....
Not to be called on.....	Publicity .....	To make a first-class stenographer.....
Buggy rides.....	To be second in type- writing contests.....	To excel Miss Owen as a typist.....
Senior parties.....	To be interrupted.....	To have a domestic science department of her own.....
To talk.....	To walk alone.....	To have an automobile.....
Seeing "Little Eaton" win .....	Parties.....	To understand the "fair sex" .....
Growing tall.....	To lose a debate.....	To put on long trousers.....
A good time .....	Work. ....	To be a gentleman of leisure.....
To be let alone.....	Being noticed.....	To be an LL. D.....
To disagree.....	To be corrected by his by his inferiors(?). To have another fellow cut him out.....	To be a civil engineer.....
The girls.....	To settle down.....	To grow tall.....
Himself.....	To be hungry.....	To get married.....
Shooting his neigh- bors' chickens.. ....	A Suffragette .....	To fly an airship.....
To be busy .....	Answering when called upon in class.....	To do a man's work in the world.....
Basket ball.....	To miss a Geometry Original .....	To be a foot ball coach.....
To have a date with .....?	Frivolous conduct in class .....	To be a doctor.....
To discuss Black and Gold with Edwin.....	To be class treasurer.....	To be thorough in whatever he undertakes.....
Music .....		To make his life count .....

## Who's Who



In the years that are to come, after High School days have long since past, there will still linger with us, pleasant thoughts of our faithful and efficient pianist Louise Crosland. On "Chapel days", and on every other occasion when music is needed, with willing hands and smiling face, Louise is at her place. Her skill is undisputed and often, when every body is wanting music, a chorus of voices may be heard exclaiming "Where is Louise? She is the one we want".

"Her every tone is music's own.  
Like those of morning birds."



Any one who has failed to subscribe to the Black and Gold for this session may well be sorry, for in addition to other good things they have missed, are the bits of verse by Bessie Ambler. Those who know Bessie realize her gift for verse making and predict for her a bright future in literary lines.



Well! I guess you recognize him, that is, if you live anywhere around Winston-Salem. For the sake of strangers, however, just let me say this: this small bundle of concentrated muscle and energy is Speer, the captain of the Basket Ball team, the captain of the Football Team, and catcher on the Baseball Team. In a game he is here, there, and everywhere, always fighting for the team. No one knows better than his opponents what an athlete he is. More than one defeated team has been heard to say, "Too much Speer".



To the boys and girls of the lunch counters this smiling, sweet-faced girl is recognized at once as Lucille Snyder, one of the Domestic Science Girls. Her amiable disposition, her willingness to help others has won for her a host of friends, although this is her first year in our school. Next year there will be many who sigh and wish for the "merry little cook," and well they may, for it will be hard to find her equal.



## Class Song

Ho for 1915.

(Tune: Ho for Carolina.)

Let each one in parting shed a farewell tear  
For the life thats over, for our school so dear.  
Tho many thorns were scattered midst the sunny flowers  
Still there is no school on earth like this dear school of ours.

Chorus.

Ho for 1915, thats the class for me,  
Ho for 1915, none could better be,  
Ho for 1915 and our school so free  
For there is no school on earth that can compare with thee.

Happy were the days we spent together here  
Pleasant were the hours of our senior year  
Still we will not linger on the days of yore  
For the happiest days of all, are going on before.

Let us all remember as we go along  
On life's dusky pathway, midst the crowded throng,  
The lessons that were taught us by our teachers dear,  
When students of the High School, in the 15th year.

Bertha Lea Ferguson, '15.



DEPARTMENTS  
IN THE  
HIGH SCHOOL



## English

**E**NGLISH! The very word calls up memories of hours of toil and study, hours that would indeed be unpleasant to think upon were it not for the happy remembrance of the satisfaction that came, when after hard study some difficult construction in rhetoric had been mastered, some obscure line of the poet made clear.

In many schools the study of our mother tongue is often neglected. Added to the fact that English is one of the most difficult languages to master, the dull form in which it is so often presented, has a tendency to implant in the student a feeling of dislike for its study.

In our school, however, English is a live interesting study and no subject in the course receives more attention than this all-important topic.

When we enter the Freshman Class we meet our old friend (or, as it seems to most of us, enemy), grammar, masquerading under the title of "Modern English Book II." However, our grief at this reunion is somewhat alleviated when we go with Jim Hawkins on his memorable trip to "Treasure Island". On our return from this journey we are transported back to the "Golden Age" and sojourn a while with Ulysses among the Phaeacians. From the quiet pleasure of the Phaeacians we are taken to the land of the Patriarchs and in "Old Testament Stories" we live again the stirring times of Abraham, Isaac and Jacob.

The next year finds us Sophomores. With what delight we look down upon the toiling Freshies. But our joy is short lived for our second year in High School leads through the labyrinth of English Composition and elementary Rhetoric. Our passage through these gloomy mazes is relieved by a few sunny spots in which we listen to the Lay of the Last Minstrel, are introduced to the Vicar of Wakefield, Julius

Caesar and Silas Marner, and are allowed a peep into the Golden Treasury.

Another vacation passes and on entering our Junior year we start up the mountain of High School Rhetoric. In our climb we find great difficulty in scaling the crags of Description, Narration and Exposition. In our periods of rest between climbs we drink in the Poems of Knightly Adventure, eagerly read the Tale of Two Cities, meet the Merchant of Venice and extract a few gems from the Golden Treasury.

Eureka! At last we are Seniors! We have reached the pinnacle of Composition-Rhetoric. After scaling the last peak of Argumentation we look back over our course and wonder how those insignificant looking peaks below us could have given so much trouble. With pleasure we read Washington's Farewell Address and Webster's First Bunker Hill Oration. After hard study we learn to appreciate Carlyle from his wonderful Essay on Burns, and at the same time we learn to love the great Scottish poet. We follow Macbeth in his downward career, alternate, with Milton, between Pleasure and Melancholy in his Minor Poems. We learn to appreciate our own writers in Southern Prose and Poetry. And, finally we culminate our happy English career by writing and acting our Class Play.

Curtis L. Vogler. '15.



## Latin

**T**HE prime purpose of an education, we believe, is the training of the mind to think clearly and logically. Any study that accomplishes this result, we submit, is a practical study.

Judged by this standard Latin ranks with Mathematics as one of the most beneficial of studies. The Latin student, it is true, may forget much that he has learned of this language in the hurry and stress of after life but the training he received in concentration, in strengthening the memory, and in clear and logical thinking while working out his daily task is never lost.

Perhaps more than ever before, the development of the thinking abilities have been emphasized in the Latin Department this year. Throughout the four classes, stress has been placed upon grammatical construction. Especially helpful have been the open discussions in class. In the 11th Grade these discussions over constructions of verbs and nouns, especially ablatives, have amounted almost to debates, in which a great number of the students have taken part.

In another way has the year's work in Latin been especially beneficial. In addition to the regular assigned lessons in Caesar, Cicero or Virgil, we have had daily practice in sight reading. These translations, which are conducted orally without previous preparation on the part of the pupils but with the occasional help of teacher and fellow-pupils, have been a great help to us in the preparation of our daily home assignments and as a result of them many of us find that the time required in the preparation of the Latin lesson is now much less than at the first of the year.

In addition to the training of the mind the study of Latin has been a help to us in appreciating and understanding our mother tongue. The relation of Latin to English was forcibly

brought to our minds, when a few weeks ago, we were privileged to study the interesting set of charts prepared by the Latin Department of the State Normal College. One chart showed the employment of Latin words in modern mechanical terms, another its use in abbreviation, another Classical allusions in English poetry and prose. The most interesting of all the charts had drawn upon it a great tree whose trunk represented the Latin word *FACERE* and whose branches represented the different English words, 372, derived from it. The display as a whole was a most convincing argument that Latin is a practical study.

Clifton Eaton. '15.





## History

**T**HE history department of the High School has a clear, well defined task which the city expects it to perform. Its duty is to place fine opportunities in the reach of the student to gain knowledge of history and consequently to develop his memory. Side by side with these, history kindles patriotism, purifies the mind of narrow prejudice, gives a board outlook on the steady advance of civilization and holds up before the students the lives of great men, as incentives to live a life of nobleness and service. Our belief is that this department is performing its task well and is one of the best departments in the High School.

In trying to get the best results the study of history follows a logical and a wise plan. In the first year of the High School Ancient History is taught, in the second, Mediaeval and Modern, in the third English, and in the last year American History. Thus by gradual steps the least important leads to the most important. The first two years of history give the student a general, broad idea of the world's history, taken as a whole. In the following year the student specializes by studying English history which gives him valuable preparation for the study of American history which he takes up in the Eleventh Grade.

In the past few years it has been the custom for prominent men of the city to address the Senior Class on politics as a part of the history course. This feature fits the students, especially the boys, more for practical life because it gives them a knowledge of the essential workings of the politics of our country. Furthermore these men who deliver the lectures are drawn into closer contact with the school and consequently their interest in the school is quickened.

History is a study that has associated with it much that is pleasant although there is connected with it some drudgery

as is the case of all good things. It is inspiring to read how a little band of Greeks defeated a mighty army on the plains of Marathon, to follow the dauntless "Stonewall" Jackson or the great Lee in the struggle between the North and South, or to contemplate the character of Lincoln, or the splendid courage of General Thomas. Yes! history is not only a very useful, but a pleasant study as well.

Clement Eaton, '15.



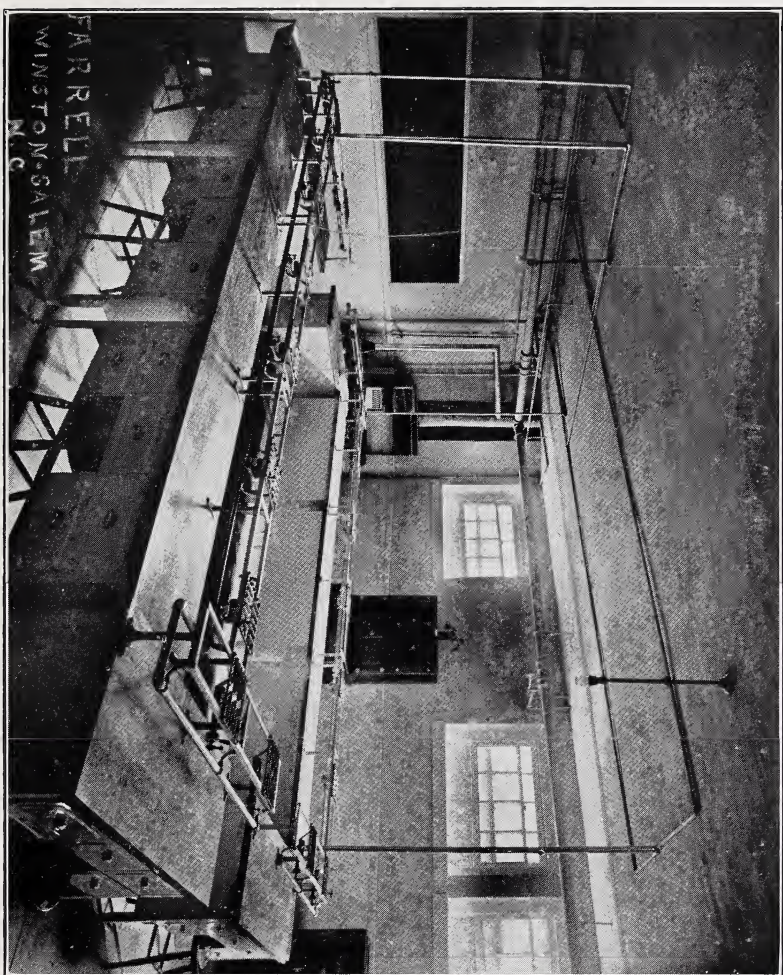
## Domestic Science

	Mint Cocktail	
Fried Oysters		Duchess Potatoes
	Tomato Jelly	
Baked Chicken		Dressing
Green Peas		Buttered Beets
Rolls		Coffee
Lettuce, Celery and Asparagus, Salad		
Strawberry Cream, Cake		

My! Does'nt this make your mouth water? This is just a sample of the many luncheons and dinners that we have been giving this year. You perhaps thought that the only thing we did was to make lunches for the second recess. My! My! We are regular cooks now, or at least we feel as if we were, since we have been cooking all sorts and kinds of meats and vegetables, canning fruits, and making bread. We have also been making all kinds of fancy desserts, puddings, cakes, candy, and such good things. Surely these things are almost as essential as the solid foods, and we enjoy making them all.

But work in our department is not all play and while the rest of the Seniors are thinking out geometry originals we cooking girls are taking down lectures, putting Miss Hunter's recipes into practice or scrubbing away on our pots and kettles. Each one of us is required to keep a note book and when Miss Hunter announces, "Note books are due tomorrow, young ladies", groans are heard from every corner of the kitchen for we all remember the many notes we've put off copying for the last minute.

One reason we are so proud of our department is because of the name it bears—"The Addie Holmon Webb Kitchen". It was named in memory of Mrs. Garland Webb who always



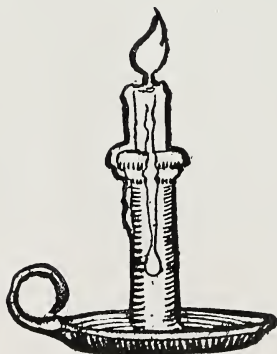
DOMESTIC SCIENCE ROOM

took such an interest in the uplift of girls and who first started the movement which resulted in our department.

Some people have an idea that Domestic Science is just cooking, but this is not so in our case for it also embraces sewing as well. The sewing class is composed of the girls in first year High School. Each section has a lesson once a week from one-twenty until two-thirty during which time they are taught to make many useful things. Before Christmas the Sewing Class made towels, tablerunners and handkerchiefs, while since Christmas sewing by hand has given place to machine work and therefore more difficult things have been attempted.

The Department of Domestic Science has been a great addition to our High School and we hope that next year's class will enjoy the work as much as we.

Louise Crosland, '15.





## Mathematics

**A**S A MIND trainer there is no branch of our High School course so valuable as mathematics, for not only are the reasoning powers developed by the study of plane and solid geometry, but the memory as well, especially of girl students, and also the imagination. For who does not have to use all the powers of imagination to see an "imaginary" line drawn from A to B through the center of a sphere, when the sphere is drawn on a perfectly flat black-board.

Aside from the "mental discipline" mathematics affords, it prepares those who study it for the busy life they must participate in, outside of school walls. For instance, arithmetic is made most practical, and eighth graders puzzle their brains on such problems as this:

If there is thirty cents in the treasury and the bill of \$21.45 for class pins is over due, how much must each member of the class pay to cover the deficit, and still have money for postage?

When one considers that one day these eighth graders must be business managers of the Black and Gold, he realizes the value of solving such problems.

After arithmetic, algebra is taken up, and ninth graders spend their time trying to find that mysterious quantity X. No less practical than arithmetic is the work in algebra, with such brain-puzzling originals as:

A certain girl has only two names of which the initials are, say F and M. We say her initials are F. M. X. for some day she hopes to have another name; at present, however, X. is an unknown quantity. In later years perhaps, the instructions of her schooldays will come into use and she may find the value of the unknown X.

In the tenth grade the worthy Juniors enter into the complications of plane geometry, learning all there is to know

about angles, triangles and polygons. Among some of the things which are learned here is how to circumscribe a circle about a square which is as follows:

Place four (or more) vivacious Junior girls in the form of a square and a circle (of boys) will soon circumscribe about them.

When the honorable state of Senior is at length reached, as a special privilege and one which Juniors envy very much, the girls are permitted to substitute Domestic Science for Solid Geometry. Those of us who do not make use of this privilege enter with the boys, into the tangled maze of Solid Geometry, where we learn that there is such an object as a sphere, all points in the surface of which are equidistant from the center, and on which if we start at a certain point and go around we will eventually come back to where we started. This is proven by certain pupils of the Latin Class who always find all constructions to be the same and who always come back to just where they started in their arguments.

Margie Hastings. '15.



## Modern Language

**F**OUR years ago the Modern Language course was inaugurated in our course of study. Up to this time all candidates for diplomas were compelled to take Latin or two year's work in the Commercial Department. Now German is a part of the commercial work and French may be substituted in the Classical Course for Science in the 10th and 11th Grades. The Modern Language Course requires two years of French and three of German.

In these branches the regular line of language work is followed, grammar, translation, sight reading, literary appreciation of classics, and conversation.

In the first year German, we see the Commercial Ninth pouring over grammar, getting a foundation upon which to build higher things in that language. After awhile we see them throwing aside their tongue-twisting conjugations; and sentence by sentence, changing English into German. The next year we see them doing more reading and learning to appreciate the wonderful folk stories of the Germans, studying such classics as: Immensee, In St. Jorgen, Das Edle Blut.

As in first year German, beginners in French struggle with syntax and construction preparing themselves for the classics to follow.

But dry construction work, the reading of classics, is not all the French and German classes attempt. Do you hear that babble of voices; those outlandish sounds issuing from the room across the hall? Don't be alarmed. Mr. Hutching's ninth graders are simply carrying on conversations in German or perchance they are practicing a French song to sing in the Chapel some morning during opening exercises.

Thus we see the course is made practical and some day when secretaries are needed to carry on the foreign commerce of the big firms in our city the students of our High School who have thoroughly mastered German and French may be called to fill these positions.

Edwin Stewart, '15.

## Science

**T**HE very word brings up before our eyes a myriad of queer looking machines, shining apparati, and curious liquids, all mingled delightfully with the odor of that well known combination of H and S. Peering through a cloud of steam from the condenser, we discern Mr. Hoke, the guardian angel of the Science Department, continually burning his hands in the attempt to replace a refractory bit of tubing. The words reach our ears: "Now, we find that a combination of dilute sulphuric acid and zinc produces hydrogen very rapidly." Undoubtely we are in the Chemistry Class. This is the aggregation of acid-eating Juniors who periodically invade the laboratory in our Senior Class-room and leave it steeped in a hundred vile odors!

But our time is short and we must quickly pass on to the Physiology, or Freshman Science class. Here we imbibe a great deal of information about bones and muscles, and pass out with the air of professional doctors.

The Sophomore Science class next attracts our attention. This wise assembly we find studying Physical Geography. Numerous statistics concerning the heights of all the mountains in the world, it seems to us, enlighten us greatly on this subject; but we are told that in interest this lesson is "dry" compared with others.

And now comes the climax of all, the Physics, or Senior Science class. Diagrams of concave, convex and plane mirrors, catching each others rays and reflecting them back along a very maze of lines, cover the boards! We are just in time to watch Mr. Hoke trace with admirable accuracy the reflected rays of a flat curved mirror when the bell rings, and we are told to our sorrow that it is time to leave the building.

Yet, despite the rules against it, we cannot refrain from whispering in our friend's ear; "The Winston-Salem High School certainly has a fine Science Department, hasn't it?"

Theodore E. Rondthaler '15.

## Commercial

**O**N THE second floor of the High School building may be heard at all hours of the day the clicking of many typewriters, for here is the commercial department of our school. Inside of the department all is busy, for this course requires strenuous work on the part of the student.

This course requires four years for completion; this year's graduates being the first who have taken and completed the full course. In the first year the study or penmanship is begun and continued through all four years, for the ability to write well is important in the business world. The study of business methods in this year prepares the student for the bookkeeping set which is taken up the next year. In this set the student operates a number of business concerns, and draws and cashes his drafts and checks at the bank which is operated under the supervision of Miss James.

In the third year of this course the study of shorthand is taken up and soon the shorthand characters are as familiar to the student as his a, b, c's. Another very interesting study, typewriting, is also started this year, and the student is initiated into the mysteries of the typewriter keyboard. But it soon loses its air of mystery and the student becomes adept at it, and is soon able to write at a fair rate of speed.

In the fourth year shorthand and typewriting are finished and a course in commercial law is taken, which distinguishes our school from many other commercial schools. By studying commercial law the student is enabled to know something of law and legal forms and expressions, which will help him to a position in a legal firm. Another interesting feature of the fourth year are the typewriting contests, which are held under the auspices of the different typewriter companies and Mr. J. N. Kimball of New York. In shorthand a student is



required to make a hundred words a minute for three consecutive minutes in order to graduate.

In this department efficiency and accuracy are stressed probably more than in any other branch of school work. The student is taught to be efficient, careful, and accurate in all his work, for in the business world this is all-important. It is the aim of this department to turn out students who are fitted to assume a responsible business position upon completion of the course.

Hortus A. Scott. '15.



## STUDENT ACTIVITIES

### Calvin H. Wiley Literary Society

**M**ASTERY of self is one of the chief things a student must learn, especially mastery of self when speaking to an audience. To train our students in this form of self-mastery, to strengthen them in public speaking and debate, the two literary societies, the Charles D. McIver for the girls and the Calvin H. Wiley for the boys were organized in 1911.

That the Calvin H. Wiley Society might do more individual work, with its members, the Society was divided last year into two sections A and B.

Only upper classmen are entitled to membership in our Society and when a ninth grader first enters, he is usually inexperienced, ill at ease when on the floor, and, in all, a poor speaker. After three year's drill, however, he is an experienced and polished speaker, well informed and able to speak on any subject of importance.

Every meeting of the Society is characterized by spirit and vim. Whenever a speaker is absent usually there is one of the members who will voluntarily speak in his place, for the boys realizing the tremendous benefit they get from Society work, instead of trying to shirk responsibility are usually glad to speak when they can.

With this kind of spirit the society is bound to be a success. The High School has been and is now turning out as good speakers as are ever heard in any High School. By their experience in Society debating, our representatives at Chapel Hill won last year the Aycock Memorial Cup given to the best debating team in North Carolina. When the High School Boys get out in life as leaders of men they will easily recollect their old debating society and say truthfully that the Society work in the High School was one of the main things in making them what they are. Jim Hankins '15.

### Charles D. McIver Literary Society

**T**HE Charles D. McIver Literary Society, composed of the girls of the three upper classes of our High School differs somewhat from the Calvin H. Wiley Society, in that more time is given to the study and appreciation of poets and musicians than to public speakings and debates.

Under the direction of Miss McWhorter the girls themselves arrange the semi-monthly programs and see that they are carried out. Much interest has been manifested by the Society this term and the various program committees have worked hard to make their meetings interesting as well as instructive.

The Society is divided into four groups, each with a program committee in charge, and in regular rotation the groups take charge of the meetings. In this way each girl in the Society is sure to be on the program at least twice a year and so gains self-control, and to a certain extent, power to face an audience and read or sing.

Our programs this year have been quite varied. Several little plays have been gotten up by the girls; readings from the poets, have been interspersed, with vocal and instrumental solos and duets and selections on the Victrola, and often after a discussion of some poet, a rapid, oral quizz has been given on the facts just brought out.

The poets we have studied this year have been mostly American poets; as Longfellow, Riley and Stockard. Especial attention has been given to our Southern writers Sydney Lanier, John Charles McNeil, John Henry Boner and Joel Chandler Harris. The different festal seasons, Thanksgiving, Christmas and Easter have been celebrated with suitable exercises; also the birthdays of Lee, Jackson and Washington.

During the five years the McIver Society has been in existence it has proved of great benefit to the girls in teaching them the rudiments of parliamentary law, in helping them to speak before an audience, to gain self-control. Then, too, the cultural value of the Society has been great for through it we have learned to appreciate some of the world's great writers and singers.

We have been very fortunate in having Miss McWhorter as our leader and adviser this year and much credit is due to her for the success of the year's work.

Elizabeth Conrad, '15.



## The Black and Gold

**O**NE of the most interesting departments of our High School work is the publishing of the School Magazine, The Black and Gold. While this is a part of the regular English course and material from the daily class work is used in the magazine, the work is under the direction of a board of editors chosen from the upper classes for excellent work in English.

The editors as a Board and individually meet with the Head of the English Department and under her supervisoir prepare the work for publication, which means the writing of personals, school news, revision of editorials, reviewing exchange Magazines, criticising and correcting of material handed in, and copying for publication.

The Magazines sent us from other schools,—and our exchange list includes periodicals from Massachusetts, Wisconsin, Kansas, California, Nebraska, South Carolina, Virginia, Pennsylvania, Alabama, besides our own State papers,—are passed around among the editors that all may get the benefit of new ideas and suggestions and thus improve the Black and Gold. Furthermore by varying subject material and departments the editors try to make the paper interesting as well as worth while to everyone.

It is evident that the publishing of the Black and Gold is one of the most helpful as well as interesting departments of our student life in the High School. The editing of the Magazine affords fine training for future work along literary lines, while the experience gained in the management of the business department is of inestimable value.

This year the students have tried very hard to make the Black and Gold better than it ever has been. They have gladly and willingly given their time and talents, and their financial support that the Magazine might be worth while, that it might reflect credit on our High School, and reveal, in



some measure at least, our work along literary lines, in athletics, public speaking and debates.

As a result of our efforts our Magazine has won "golden opinions from all sorts of people," and it is the wish of the editors of the Class of 1915 that it may continue to do so as long as old W. H. S. is a part of Winston-Salem's busy life.

Marguerite Davis. '15.



## Senior Play

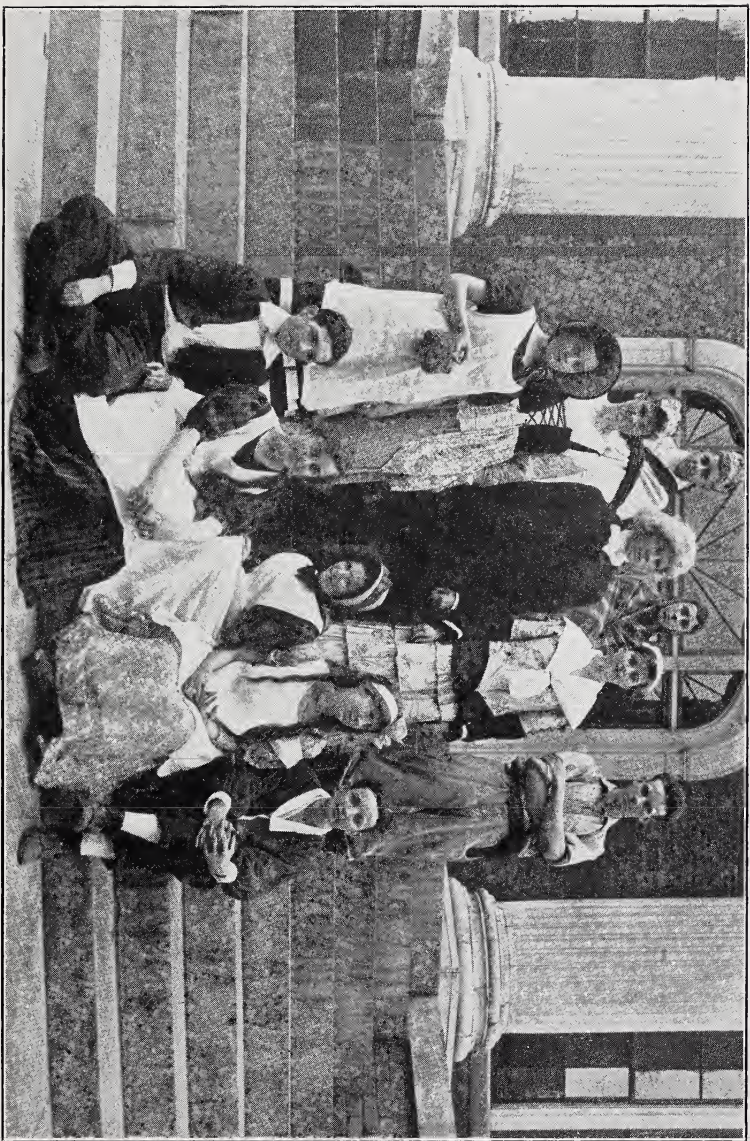
**F**OR THE first time in the history of our school and as far as our knowledge extends in the history of other high schools in the South, a play has been written by the Senior Class as a part of the regular work in English. This is perhaps the greatest achievement of the class as a whole. In the planning of the play, in the oral discussions and in the outlining and drafting of scenes and acts each individual in the class truly had a part.

The play bears a title suggestive of quaint and homely scenes, "In Old Bethabara." It is a historical play, based on the settlement of the Moravians in the Piedmont section of North Carolina about the middle of the Eighteenth Century. The principal action centers about a beautiful old tradition of the Moravians how Bethabara, now called "Old Town", was saved from an Indian attack by the ringing of the church bell for early morning prayer-service.

The writing of the play has been of great benefit to the members of the Class for each one has received a knowledge of local history that probably he would have in no other way. In gathering material for the play, the class visited the museum in Salem where relics of the old Moravians days are stored. Several made a trip to Old Town and there saw the old grave yard and the old Church and traced the outline of the palisades, erected during the French and Indian War to protect the settlement from hostile Indians.

In studying the records of old days we have learned that our county is not lacking in historical events and associations. We have learned, too, to appreciate its founders, and all through our play we have tried to portray the simple, industrious, Godly life of the "Moravian Brethren."

Clement Eaton. '15.



GROUP FROM SENIOR PLAY

## Orchestra

Ready! One, two! One, two! Play! A frequent visitor to the Chapel about nine o'clock on Chapel mornings will recognize the familiar sound. The orchestra is always there, and always ready to play a "Little Rag". But that we can do more than play rag can be testified to by those who hear us practicing for commencement.

Although we have previously had an experienced musician to direct the orchestra, this year we have had High School pupils only. Aroas Bennett of the ninth grade being the leader, and Louise Crosland of the graduating class the pianist. But our orchestra is well organized. The members are very much interested in it, and very faithful in attending practice.

This year, in addition to the orchestra, we have a student choir with Miss McWhorter as leader. This choir has helped very much in leading the singing on Chapel days, and in the learning of new songs.





## Debating and Declamation

**T**HREE years ago the N. C. Debating Union was formed under the auspices of the U. N. C. This organization offered the Aycock Memorial Cup to the High School that won the cup two years in succession. Winston did not contest the first year, but the following year we put out a team which won the preliminaries with High Point and Reidsville and was sent to Chapel Hill. Our negative team, composed of Charles Roddick and Clifton Eaton, brought back the much desired trophy to the joy of the students of W. H. S. Gordon Ambler and Hortus Scott who composed the negative team deserve honorary mention, for their meritorious service.

This year our four old reliables again won in the first preliminary and again contested for honors at Chapel Hill. In the second preliminary, however, our Champions on the negative lost out, although they put up a noble fight. Our affirmative team was eliminated in the third preliminary after a close contest.

Although our representatives did not gain for us the Aycock Cup they reflected great credit upon themselves by their manly spirit and the honorable way in which they suffered defeat. The concentration which the debators put into their work and the experience in speaking will mean more to them when they get out in the world than the mere winning of the cup. Our boys did some splendid work and we can truthfully say that the defeat was not due to lack of effort on the part of the two teams. The boys were well informed on the subject, and delivered their speeches in a manner which would have done credit to a platform speaker of several years' experience.

A good deal of interest has also been shown in declaiming during the last two sessions; the boys especially were as enthusiastic about the subject that last year a cup was offered to the



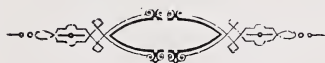
best declaimer, either boy or girl, in the High School. Several students entered the contest last spring and although the cup was won by Edwin Stewart of the class of 1915 who had for his subject the selection "Mother", the other speakers all did remarkably well, another member of our class Bessie Hutchings, being among the very best. The students are now preparing to choose their subject for the declamation contest which will come off in a few weeks and we are looking forward to some splendid declamations.

John Henning, '15.



## High School Votes

Most Attractive girl—Ellen Shepherd.  
Most Popular girl—Nell Horton.  
Handsome boy—Donald Tatem  
Most Popular boy—Harrel Speer  
Best Debator—Charles Roddick.  
Best Declaimer—Edwin Stewart.  
Best Story-writer—Theodore Rondthaler.  
Typical High School boy—Arthur Spaugh.  
Typical High School girls—Mary Efrd, Elizabeth Conrad  
Best All-round Athlete—Harrel Speer.  
Boy who wears the loudest clothes—Stokes Lott.  
Most conceited boy—Hortus Scott.  
Boy with the biggest feet—Theodore Rondthaler.  
Freshest boy—Hortus Scott.  
Boy with best business ability—Edwin Stewart.  
Greatest Talker—Hortus Scott.  
Most intellectual boy—Theodore Rondthaler.  
Laziest boy—Hope Miller.  
Best Musician—Louise Crosland.  
Best cook in D. Science Dept.—Louise Crosland.  
Most dignified girl—Margaret Davis.  
Most dignified boy—Theodore Rondthaler  
Most practical girl—Grace Jerome.  
Most intellectual girl—Mary Efrd.



## Personals

The class of 1915 started into the High School with 122, but we are sorry to say that only twenty-nine of these students remained together, the others having dropped by the wayside or turned their attention elsewhere.

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Those who are now attending The Salem Academy and College are; Margaret Bynum, Charlotte Critz, Edna Cummings, Octavia Hines, Ruth Shore, Bertha Shelton, Mary White and Ida Wilkinson.

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A number of our former class mates are at work, some of whom are; Minnie Tate, Maude Tate, Robert Anderson, Hoke Bullard, Wilburn Cranford, Eddie Griffith, Willie Hylton, Arthur Harmon, Harvey Kester, Bertram Kurnicki, Roscoe Linville, Jack Langston, Riley Mathews, Ralph Pegram, Florence Davenport, Placid Dunford, Cecil Fassell, Suda Hanes, Eva Hassell, Elsie Holmes, Addie Malone, Nannie Mathews, Nellie Reid, Anna Simmons, Sam Pinkston, Stokley Russ, Winfield Styron, Fred Trivette, Luther Watson.

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Bryon Penry and Rockwell Rosemond are now attending Guilford College.

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Walter Jordan is now attending Wake Forest.

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We are quite proud of the fact that Mary Norman, a former member of our class, is now teaching school.

Those who have moved from our midst are; Marie Stephens, who is now living in Pa., Elizabeth Pittman, South Boston, Va; Jeter Starboro is living in the country at present, Marjorie Caldwell, Paul Mendenhall, Ray Marr, and Edward Bell have also moved but we were unable to find out where.

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We find that Ruth Gladstone, Evelyn Baynes, Mary Wilburn and Adell Randleman have turned their attention from the literary world to the more romantic side of life and have entered the happy state of matrimony.

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Looking down the long list we find that one of our boys has gone from us, never to return. He, the laughing, bright faced companion of our former school days, will make us happy no more. Still his memory lingers with us. His name commands our love and respect, for none of us can ever forget our classmate and friend, Dewitt Langley.



## SCHOOL SPORTS

**Basket Ball**

The putting out of a basket-ball team this year marked a new feature in High School Athletics. Practice for basket-ball began soon after foot-ball season and under Coach Moore of the High School Faculty and Mr. Sebring of the local Y. M. C. A. the team worked hard each afternoon. The first game of the season and perhaps the hardest was that with Greensboro. The result of this game was a victory for the High School by a score of 28 to 8, the locals not allowing Greensboro to score in the last half. The High School then defeated Guilford High School Team on the Y. M. C. A. floor by an overwhelming score of 58 to 19. The team then journeyed to Lexington and Greensboro winning two more games, the one from Lexington by a score of 35 to 19, and from Greensboro by a score of 27 to 19.

This ended the season for the High School with four straight victories which made them eligible to play a preliminary game which would decide the championship of the west. This game was played on the local Y. M. C. A. floor with Belmont which was easily won by a score of 88 to 9. After winning this game the High School Team was champion of the west, and as such was entitled to go to Chapel Hill and play Raleigh for the State Championship. The game with Raleigh was won by a score of 25 to 13, making Winston-Salem High School the Champions of the State.

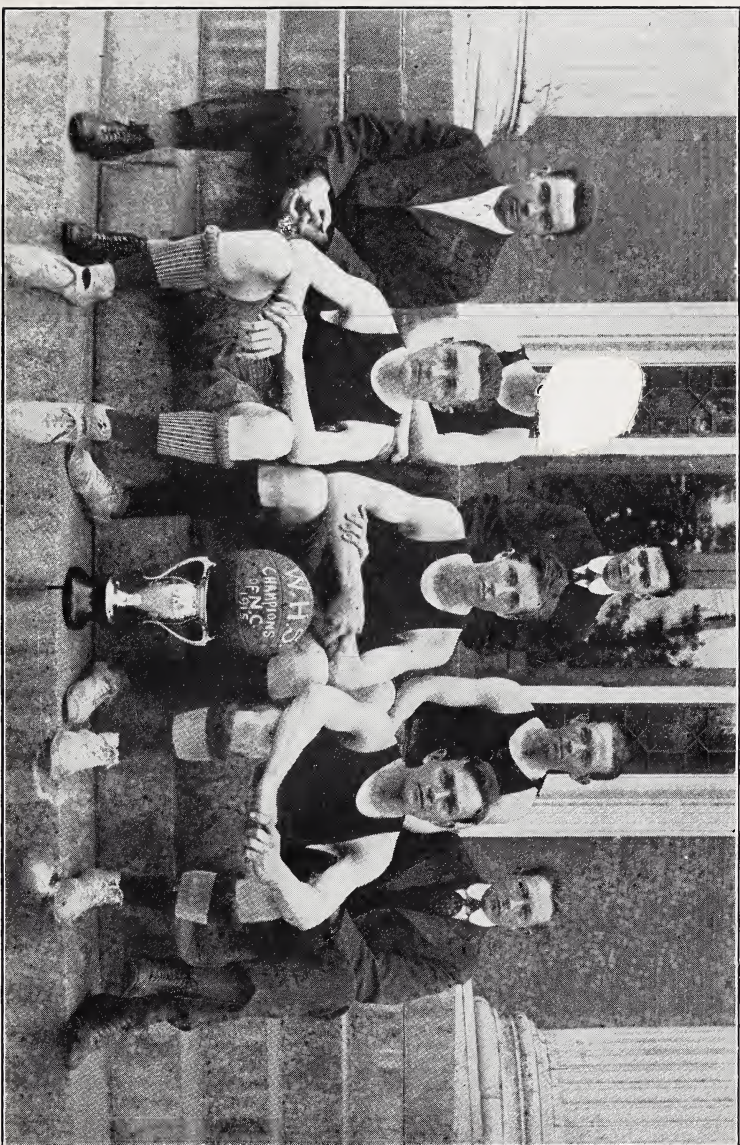
During the entire season the local High School scored 281 points against 87 for the opponent High Schools, which was just three points for the High School for every one for the visitors.

The members of the team and their positions are as follows:

Capt. Speer,	Guard	Wilson
	Liipfert, Center	
Crute	Forward	Douglass.
Subs:—Whaling, Morris, Fearington.		

Tom Wilson, '15.





BASKET BALL TEAM—STATE CHAMPIONS

## Foot Ball

Last year, rather as an experiment than as a part of school athletics, a foot-ball team was organized to represent our High School. At the opening of the season this year, the team was reorganized and commenced work. After many hard practices in the red mud of Park Avenue, the team played its first game, winning from High Point by the score of 19-6. Then Greensboro team came to Winston-Salem, strong and experienced, and succeeded in defeating the home team by the close score of 13-6. The team showed up well, considering that Greensboro has been playing foot-ball for some years. On October 27th the team went to Charlotte, where it was defeated after a hard fought contest, the score being 7-0. High Point was again defeated on Winston-Salem grounds, the score being 7-2. The team traveled to Greensboro next, where, after a rather slow game, played in several inches of mud it suffered defeat, the score being 18-0. On Thanksgiving Day the team met Charlotte in a hard struggle on the home grounds, which resulted in Charlotte's defeat, the score being 27-6. In this game the team struck its gait for the first time, playing fast and snappy.

After such a season as this has been, there is no doubt in the minds of the students that foot-ball has come to Winston-Salem to stay, especially as the prospects for next year are very bright, as practically all of the team, with but few exceptions, will probably return. The students are eagerly awaiting the return of foot-ball season, and hope to see next year's team win the state championship.

The members of the team and their positions are as follows:

	Weatherman.....	Left End
	Horton.....	Left Tackle
	Long.....	Left Guard
	Hughes.....	Center
	Grogg.....	Right Guard
	Crute.....	Right Tackel
	Wilson.....	Right End
	Lowe.....	Quarterback
Capt.	Speer.....	Left Halfback
	Taylor.....	Fullback
	Spaugh.....	Right Halfback
	Subs:—Connally, Fearington, Tucker, Wood.	
	Arthur Spaugh. '15.	



## Base Ball

One of the most important phases of school life is athletics. Under the faithful coaching of Mr. Moore we have been able to produce a very successful football and a State Champion basketball team, and there is no reason why we should not have the champion baseball team.

One of the things needful to produce a strong team is support. The student body seems to realize this, for every day at practice there are a good many along the base lines and at all the games played thus far there has been a great amount of "rooting" done and there is more "pep" this year in the school than has ever been displayed.

Another essential for a champion team of any kind is plenty of material to choose from. Due to the success along other lines of athletics, we are especially blessed this year, since there are about thirty out for the team. Besides being able to choose widely from this number, there are enough to form two teams and thus have inter-team games. This is necessary in order that the 'Varsity may have an opportunity to face an opposing pitcher in practice and learn to detect the weak points of a team.

The team will be composed chiefly of veterans of High School "rep", among whom are Harrel Speer, a fixture at the catcher's station, Tom Wilson and Dennis Fogleman, the best pitchers in this section: and Harold Hughes, our long-legged center on the football team, seems to have found a permanent habitation at the initial sack. Besides these, there are many others, widely known in the amateur circles.

Let us say in conclusion, while the schedule is not completed at the present, it is generally understood that it will be the best one ever secured.

The members of the team and their position are as follows:

Capt. Speer.....	C.
Hughes.....	1-b.
Lowe.....	2-b.
Connally.....	ss.
Dalton.....	3-b.
Weatheman.....	l.f.
Morris .....	c.f.
Cox.....	r.f.
Hanes.....	p.
Fogleman.....	p.
Powell.....	sub. c.
Spaugh.....	sub. 1-b.

Allen K. Owen. '15.





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